

Choose Your Own Adventure

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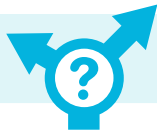


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SECTION I.

Project Overview

Subjects

English Language Arts, History

Time Required

12-15 hours of class time

Grade Level

4

Project Idea

4th grade is the year when students across the United States study their state's history. This provides an opportunity for students learn about people in their family in the past who took risks to shape their futures and who helped provide the students with the opportunities from which they currently benefit.

In the *Choose Your Own Adventure* project, students explore their state and family history by answering the Driving Question, "What makes people take a risk?"

Using examples of risk taking from personal and state history, taken from a variety of literary contexts, students create their own *Choose Your Own Adventure* interactive stories. They combine family histories with those of two other students and develop outcomes based on historical probability. Student teams present their adventures in an interactive presentation with an audience of parents and other students.

This project is designed to teach state history to 4th graders in a manner authentic to their own lives and experiences. The aim of this project is for students to learn more about the motives that brought settlers to their state or country, and to explore decisions that were made and risks that were taken in the process. In teaching this project, there should also be an intentional connection to the students themselves and the risks that have been taken for them and also the risks they have taken and would like to take in the future.

Content

History

- 👉 state history
- 👉 immigration
- 👉 historical risk takers

Reading

- 👉 Biography
- 👉 *Choose Your Own Adventure* stories

Writing

- 👉 Narrative
- 👉 Persuasive writing

Common Core Standards

The *Choose Your Own Adventure* project addresses the following Common Core State Standards in English Language Arts. For more information see corestandards.org.

ID	STANDARD
4.RI.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text
4.RI.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
4.RI.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably
4.RL.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
4.W.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
4.W.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
4.W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
4.W.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
4.SL.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
4.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
4.SL.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.



SECTION II.

Essential Elements of PBL

Choose Your Own Adventure reflects the following Essential Elements for effective Project Based Learning:

1. Significant Content

This project provides a vehicle for teaching students about the history of their state, which are important Social Studies standards for this grade level. It can also be used to teach about immigration in the United States today and in the past. The project addresses several Common Core State Standards in English Language Arts, for reading informational text, conducting research, writing, and speaking and listening. (See the complete list of CCSS on page ____ below).

2. 21st Century Competencies

This project builds students' competency in critical thinking and problem solving, collaboration, and communication — and provides opportunities for creativity. Students must think critically as they consider the reasons why people take risks and how this behavior is influenced by factors such as personality, probability, and cost/benefit analysis. Students collaborate as a team to draw from each member's family history to create a unique adventure story. They use communication skills to interview family members, share ideas with teammates, negotiate compromises, conduct meetings, and present their stories to an audience.

3. In-Depth Inquiry

Students in this project ask many questions whose answers are not available in a reference book or an online search engine. They have to uncover family stories by planning and conducting interviews, adding background research on the times and places they are learning about. Students also inquire into the philosophical question of why people take risks — today and in history — and come to their own complex understanding of the topic.

4. Driving Question

The Driving Question for this project is, "What makes people take a risk?" The question frames the students' reading assignments about state and national history, and guides their inquiry into their own family history.

5. Need to Know

In an engaging activity that launches the project, students are introduced to the concept of a Choose Your Own Adventure story. They are then told they will be creating a similar story of risk-taking, based on their own family history, and presenting it to an audience. This creates a strong need to know more about how and why people in the past took risks, and how to write a compelling story.

6. Voice & Choice

Since this project focuses on each student's personal family history and how to write about it, student voice and choice are central to it. Students decide what questions to ask, what stories to tell, and how to combine ideas with teammates when planning a unique interactive adventure for their audience. They must decide what choices the characters in their story will make, and what the consequences might be.

7. Critique & Revision

At several checkpoints during the project, students receive feedback from the teacher — and from each other in peer critique sessions — so they can improve the quality of their written work and live presentations. As they read about the history of the state and nation and learn about their family's history, students reflect often on the topic of risk, and consider how they themselves might someday take risks.

8. Public Audience

The whole point of writing a Choose Your Own Adventure story is to have a reader interact with it, so the role of the audience is kept foremost in students' minds during this project. The project culminates when student teams share their stories with visitors to the classroom, including parents and other students.



SECTION III.

Teaching Choose Your Own Adventure

Students complete *Choose Your Own Adventure* by following a recommended set of activities in the order below. Within these set activities, however, there will be variation in the timing and in the way students complete them.

The sequence of instructional activities is described below. This sequence is based on pilot testing in school classrooms. Although changes may be necessary to meet time constraints, address the needs of specific student populations, or include additional instructional materials and learning opportunities, we strongly encourage teachers to adhere to the sequence of activities as closely as possible — at least for the first several times the project is taught. Each step is discussed in more detail in the following section, the *Step-by-Step Teaching Guide*.



Sequence of the Project

Preparing for the Project

- 0 Teacher prepares for successful project implementation.

Launching the Project

- 1 Entry Event: Students are introduced to the concept of a *Choose Your Own Adventure* story by participating in an activity.
- 2 Teacher introduces project and students generate Need to Know list.

Scaffolding and Managing the Project

- 3 Students read various stories of immigration and identify risks associated with each move.
- 4 Students write about risks they have taken.
- 5 Students learn about the decision making process and how people decide whether or not to take risks.
- 6 Students do background research about immigration in their family and identify the risks taken in that process.
- 7 Students complete Family History writing, based on the interview they conducted.

- 8 Students share out the details of the risk they have chosen to highlight for their ***Choose Your Own Adventure***.
- 9 Students complete an Interview Summary to identify the most important details from their interview.
- 10 ***Choose Your Own Adventure*** teams are generated.
- 11 Teams begin work on first draft of their adventure.
- 12 Critique and revision of ***Choose Your Own Adventure*** stories.
- 13 Teams assign likelihood to each outcome and make spinners.

Assessing and Showcasing Student Work

- 14 Students practice their ***Choose Your Own Adventure*** scenarios with other students.
- 15 Teacher and students prepare for presentations.
- 16 Students present their adventures to an audience.



Step-by-Step Teaching Guide

Each of the above instructional activities is discussed in more depth below, with tips for successful classroom implementation.



Preparing for the Project

0 Teacher prepares for successful project implementation.

Get the necessary reading materials. Choose a variety of *Choose Your Own Adventure* texts for students to read as examples. Books addressing state history, particularly those that focus on risk taking, are also helpful.

The theme of this project lends itself to some powerful read-alouds, either several short stories or one longer class novel, so plan for that if you wish.

Make a class set of project folders with a Project Checklist stapled to the front, to keep track of student work completed.



To learn how to implement a project, take classes at **PBLU.org**, and earn certification as a PBL Teacher if you try this project with students!

The **Project Checklist** may be found in Section V, Teacher Materials.

- 👉 Assemble a “Risk Reader” containing short stories for students to read about immigration and risk taking, along with space to take notes. (See list of suggested readings under Step 3 below.)
- 👉 Set a date for the project presentation and invite an audience, including family and community members, as well as other classes and teachers. Because the presentation of this project relies upon audience interaction, it is important to invite enough people so that all student teams will be able to present to at least one audience member. The larger the audience, the better. Students should send an invitation to the audience several weeks in advance. They may send the Presentation Brochure provided with this project or create one of their own.

The **Presentation Brochure (STILL MISSING)** may be found in Section V, Teacher Materials.

Before launching this project, it is also important to consider:

- 👉 How will you communicate the scope and sequence of the project to parents so that you gain their support in the research and interview process? (See attached Sample Parent Letter, which can be modified to cover any social studies standards that are being addressed.)

The **Sample Parent Letter** may be found in Section V, Teacher Materials.

- 👉 What history content do you want to teach in connection with the project?
- 👉 What technology is available and how will it be used? (Either MS Word/Excel or Google Documents and spreadsheets are recommended, but the project can be done without them.)
- 👉 If technology is to be used, is it necessary to arrange access to the media center or computer lab?

Launching the Project

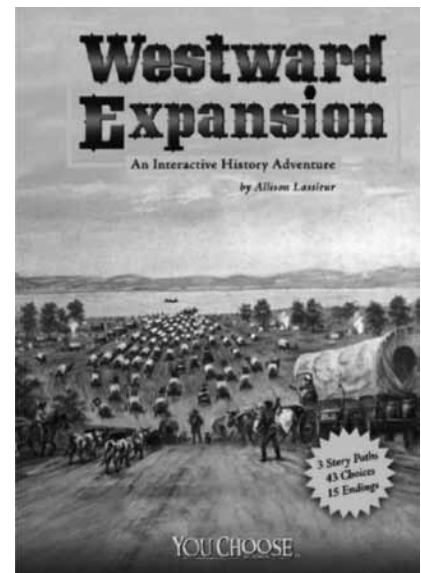
- 1 Entry Event: Students are introduced to the concept of a *Choose Your Own Adventure* story by participating in an activity.

In a *Choose Your Own Adventure* story, the book opens with an introduction where the background and time period are set, the reader's possible motivations are outlined, and a choice is given (usually with two or three different options). Based on which option is chosen, the reader is told what page in the book to turn to next. There, the reader learns the outcome of the choice and is given another choice (again, usually two or three different options). This process continues as the reader progresses through the book and learns his or her fate.

In the case of the book pictured at right, there are up to 45 different choices and 15 different outcomes.

To introduce students to the concept of a *Choose Your Own Adventure* story, conduct the following activity:

- Preparation: Make copies of all of the different choices (and background readings) that could possibly be made in one adventure book. (This roughly translates into making copies of the entire book.) Take each set of readings and put them into individual envelopes with the first page of the section written on the outside. For example, if the first choice students make leads them to either page 13 or 16 in the book, there should be envelopes with 13 and 16 written on them and then inside should be the passage associated with those choices.
- Envelopes should be organized around the room by LAST number (which will keep students more spread out than if the envelopes are organized by first number).
- After you have chosen your *Choose Your Own Adventure* book and have made all preparations, read the introduction to students, who each get to make their first choice.
- From there, students continue making choices, based on the outcomes of each previous decision, until they reach their ultimate fate (fortune, family, death, illness, etc.).
- Most students will take different paths, depending on their choices. Some will die early or get sick and their adventure will end.



- The process by which students move from location to location can get complicated. Some of the pages students will need to read are long. It is best if one student volunteers at each station to read the passage aloud. In some cases, there may be several students at one station or late arriving students, which can make it difficult for all students to hear and understand the passage and their choice, so monitor the stations closely.



Potential Hurdle: To make sure all students are able to hear/read the passage being read, have a few extra copies of the book or each passage on hand.

- To reflect on the activity, students should draw a flow chart of each of the choices they make. This can be done by hand, or by using *bubbl.us* free online software. Each of them can add the different decisions along the way to a larger poster that the class creates together.
- Have students reflect on their outcomes and choices along the way.
 - ▶ What was the fate of your adventure?
 - ▶ Why did you take the risks you did?
 - ▶ If you could redo any of your decisions, would you? Explain.
- Once their adventure comes to an end and they have written a reflection, they may choose to begin a new adventure.
- As a class, talk about the motives behind each decision and why different students took different risks. Possible motivations that students may give are:
 - ▶ The pursuit of money
 - ▶ The protection of family
 - ▶ Finding adventure

2 Teacher introduces the project and students generate Need to Know list.

Tell students they are going to be creating their own **Choose Your Own Adventure** stories, based on their own family history. Explain that they will be learning about someone in their family who immigrated to (or moved within) the United States and that they will try to understand the motivations underlying their family member's decisions and the risk involved in the process.

Also talk briefly about what the presentation of the students' adventures to an audience will look like.

Tell students about the project's Driving Question, "What makes people take a risk?" Lead the class in a discussion of what questions they have about the topic of immigration, risk-taking, and the project itself. Ask, "What do you need to know to be able to answer the Driving Questions and do this project?" and record their questions on chart paper or digitally, so you can refer back to the list later.

Example of Initial Need to Know List

What do we need to know?

- Why did people come to our state?
- What were some of the reasons people moved to the United States?

- How can I find out which person in my family took the biggest risks?
- What does it mean to take a risk?
- Are there different kinds of risk?
- What does a *Choose Your Own Adventure* story include?
- Can I interview anyone in my family?
- What if no one who lives near me has an interesting story about immigration?
- Why do some people take big risks and others don't?



Scaffolding and Managing the Project

- 3** Students read various stories of immigration and identify risks associated with each move.

Distribute a “Risk Reader” to each student and give them a chance to flip through it, looking at the readings and the format.

Decide ahead of time on the readings, either drawing from the list below or on your personal preferences. Compile the readings into a stapled or bound “reader” so they all will be in one place. After each reading include a lined page with guiding questions to help students reflect on the reading. Be open to adding new readings as the project progresses, as areas of student interest become apparent.

Have students read about risk takers in history and in the present day to learn about the different kinds of risks people take. It is important to begin developing a vocabulary with students about risk taking and identifying the various circumstances and values at play in each decision. Students should learn to evaluate the connection between decisions and outcomes. This is where the history being connected with the project should be incorporated. Students can read about risk takers both in present day, and also in the historical time period being studied.

Possible Risk Reader Texts:

Books (possible read-alouds or Book Club selections):

- *By the Great Horn Spoon*, Sid Fleishman
- *The Dragon’s Child: A Story of Angel Island*, Lawrence Yep
- *Seedfolks*, Paul Fleishman
- *Inside Out and Back Again*, Thanhha Lai

Short Stories:

- *If I Never, Forever Endeavor*, Holly Meade
- *Jessie Came Across the Sea*, Amy Hest
- *Grandfather’s Journey*, Allen Say

Articles (about both immigration and risk taking):

- Young immigrants: http://teacher.scholastic.com/activities/immigration/young_immigrants/

- Spies: <http://www.timeforkids.com/news/destroy-after-reading/27276>
- Tuskegee Airmen: <http://www.timeforkids.com/news/flying-high/26571>
- South Pole: <http://www.timeforkids.com/news/race-south-pole/23816>
- Launching into Space: <http://www.timeforkids.com/news/space-station-relief/19816>
- World's Biggest Emerald: <http://www.scholastic.com/browse/article.jsp?id=3756901> (Is it worth the risk to buy it?)

4 Students write about risks they have taken.

This activity is a good time to further the conversation about circumstances and values. From here, students are asked to identify the different kinds of risks people take. As a first, step, have students complete the Risk Journal writing assignment about risk taking.

The **Risk Journal** may be found in Section IV, Student Handouts.

After students have written in their Risk Journals, conduct a follow-up conversation, asking questions such as:

- What is a risk?
- What motivates people to take risks? (You can use examples from their writing as a jumping off point for this conversation.)
- Are risks a good or a bad thing?
- Can anyone give examples where taking a risk has been a good thing to do? (Brainstorm risks and positive outcomes.)
- Can anyone give examples where taking a risk has been a bad thing to do? (Brainstorm risks and negative outcomes.)
- Has anyone been forced to take a risk to help himself or herself, or to help someone they know?



Potential Hurdle: *The strongest link between the students' lives and the decisions made by their ancestors when emigrating is the importance of taking risks. This link provides some valuable opportunities to talk about risk taking and to establish a culture where students feel safe to take risks (both in other areas of class and also in life). Make sure there is ample time spent on talking about the importance of being able to take risks in a classroom, so that students feel comfortable sharing their work with their peers.*

5 Students learn about the decision making process and how people decide whether or not to take risks.

Read each of six different risk scenarios to students and ask them to decide what they would do in the scenario.

The **Risk Scenarios** may be found in Section V, Teacher Materials.

Then have students brainstorm the different kinds of risks involved with each decision and use the

scenarios to generate a list of different types of risk. Some examples are: academic, social, personal, physical, and financial.

Lead a discussion about the possible outcomes for each of the choices, and for students to be able to articulate why they would make each choice. When talking about the decision making process, it is important to focus on the factors that influence people's decisions other than just what the possible outcome might be.

For example, in the scenario about the Disney Studios audition, students will be divided in their choices. Some students are outgoing and like to perform, which would influence them to make a different decision than the students who are shy or do not like to sing.

This is also a good time to talk about the probability of outcomes. (A math lesson is not necessary here, but can be added as an extension activity.) As the teacher you could list several factors people consider when making decisions (such as likelihood of success, personality type, cost/benefit analysis), or lead students to come up with their own factors. For example, again looking at the Disney Studios example, students could debate how likely it is that they would actually win the competition. Some students will also bring up the question, "Where would I get the money to pay for my return ticket home if I didn't win?"

At this point, is it important for students to be able to visualize the risk taking process and to understand how people decide whether to take a risk. Using a large printout (if possible), show students the "Risk Man" diagram and walk them through a risk that they have taken, or one that you have talked about in class.

A **Sample Blank Risk Man** and **Blank Risk Man** diagram may be found in Section V, Teacher Materials.

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- 6** Students do background research about immigration in their family and identify the risks taken in that process.

Explain to students that their assignment is to talk with someone in their family about how they got to the place where they now live. It could be any kind of "immigration" — a journey from another country to the United States, from one state to another, or from one town or city to another. In addition to documenting the facts of the journey, students are to determine the factors and values that influenced the decisions made by the family member.

Distribute a copy of the Risk Interview Packet to each student and go through it with the class. It discusses what makes a good interviewer and contains prompts to help students to decide what questions to ask.

The **Risk Interview Packet** may be found in Section IV, Student Handouts.

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- 7** Students complete Family History writing, based on the interview they conducted.

Assign students the task of writing a short essay, introducing the family member they interviewed and describing in detail the risk they took. This is an important part of the project process, as it forces students

to articulate the specific risk that was taken, to understand why it was taken, and to learn about all of the possible outcomes associated with that decision.

Distribute the Risk Story Checklist to guide students in the writing process.

The **Risk Story Checklist** may be found in Section IV, Student Handouts.

After the students complete a rough draft, they will share their writing in small groups and get feedback. The final draft should be ready by the time of exhibition. Have students use the Risk Story Feedback Form to guide the peer critique process.

The **Risk Story Feedback Form** may be found in Section IV, Student Handouts.

8 Students share out the details of the risk they have chosen to highlight for their **Choose Your Own Adventure** story.

As students are interviewing family members, they will be uncovering different gems from their family history. There should be regular opportunities provided (morning or class meetings) for students to share out the stories they are learning about their families.

This process helps the students make connections between each other's histories and to get excited about learning new stories from their own families.

Ultimately, when students are writing their adventures, they will be able to use stories from their peers as some of their potential outcomes. Also, on the night of presentations, it enables the students to say things like, "You ended up becoming a successful cabinet maker in the United States, just like Johnny's grandpa."

9 Students complete an Interview Summary to identify the most important details from their interview.

This process will be helpful when it comes time to form teams for the presentation. Have students tease out the important aspects of the risk taken by their family member and record these details on the Interview Summary form.

The **Interview Summary** form may be found in Section IV, Student Handouts.

10 **Choose Your Own Adventure** teams are generated.

This is a tricky, but important process. Students need to be placed in teams of **three**, or if necessary two or four. (A group of two is only advisable in cases where there are two really strong students who can carry the weight of a three-person team.)

From the stories shared by students and the students' Interview Summaries, the class chooses themes that categorize each of the risks. Some possible themes are:

- risks involved in immigration from a particular country or continent
- risks involved in the need to earn money
- risks involved in the need to learn a new language
- risks involved in the decision to go to war

On an index card, have students write down all of the themes that could possibly relate to their story of risk. From here, put the students into teams. It is important that the theme they are placed in connects to their story.

11 Teams begin work on first draft of their adventure.

Have students share their stories with team members and begin to brainstorm an idea for the **Choose Your Own Adventure** scenario. Distribute a copy of the *Choose Your Own Adventure Scaffold* to each team, to help them turn their three stories into one adventure.

The **Choose Your Own Adventure Scaffold** may be found in Section IV, Student Handouts.

The first thing students need to do is identify the first choice that will be made and then begin to brainstorm a pro/con list based around the two (or three, for a group of four) choices. Students should incorporate elements from their own family histories at this point.

Teams should then use their *Choose Your Own Adventure Scaffold* to write the first draft of their adventure, using the Scenario Writing Guide.

Students should create at least four distinctly different outcomes connected to their decision: a “Great,” “Good,” “OK,” and “Bad” outcome.

The **Scenario Writing Guide** may be found in Section IV, Student Handouts and a **Sample Scenario** may be found in Section V, Teacher Materials.



Potential Hurdle: At first students may have a hard time creating outcomes that are mutually exclusive and connected to the decision being made. For example, if the risk being taken in their adventure is to immigrate to California to find a better job, students may decide to have “family member dies” and “you end up being sad” as their outcomes. Although it is always possible to have a family member die, that outcome is not connected directly to their decision. Having someone die and being sad are part of the same outcome. Better outcomes might be: “You start working at a small market that your uncle owns and work your way to the top of the company. Eventually, after having made a pretty good amount of money, you decide to open your own store. You make a good living, are happy with your job, and are now able to afford to raise a family.” and “You move to California and have very little luck finding a job. You search and search but do not find one. You are still learning the language and aren’t able to make friends and end up feeling very sad about your decision.”

12 Critique and revision of *Choose Your Own Adventure* stories.

Once students have completed their first drafts, have them critique each other's work. Give students the Scenario Critique form to guide their feedback.

The **Scenario Critique** form may be found in Section IV, Student Handouts.

Check the students' stories to offer your feedback as well, then ask students to revise their work and complete final drafts.

13 Teams assign likelihood to each outcome and make spinners.

Now that students have created all the possible outcomes for each of their choices, they need to decide how the audience members' fates will be determined. (We will describe the use of spinners; another option is to use dice. This allows students to explore the probability of rolling a given number using two dice. See connected math lesson.)

Though students will not know exactly how likely each of their outcomes would be, they should agree that the really good and really bad outcomes are less likely than the good and bad. They can assign random likelihoods to the outcomes, as long as they all add up to 100%. Step in and discuss the issue of probability if students choose likelihoods that are particularly unrealistic.

When they make their spinners, coach students to see that:

- 👉 An outcome that is more likely should take up a larger part of the spinner.
- 👉 An outcome that is less likely should take up a smaller part of the spinner.

Once a team has assigned a percentage of likelihood to each outcome, have peers look over the numbers chosen to see if they agree or disagree and offer feedback.

Sample Likelihood of Outcomes

Choice 1		
Great	You stay with family, get a good paying job	20%
Good:	Get job, in small market	25%
Bad:	Get sick, seen by Japanese soldier and your life is now out stake	0%
Very Bad:	Go to prison for 5 years — when released end up living on the streets	15%

- 👉 One spinner is made for Choice 1 ("yes" to the decision).
- 👉 One spinner is made for Choice 2 ("no" to the decision).

14 Students practice their *Choose Your Own Adventure* scenarios with other students.

Before students present their adventure to a parent/adult audience, have them practice with an audience of their peers. After each presentation, peer audiences should give both supportive and constructively critical feedback. Then the presenting team should be given a chance to revise their work before presenting again.

Conduct the practice session using the following format:

1. The narrator of the adventure (Team Member #1) reads the team's Introduction. He/she sets the scene, gives the time period, tells the audience about their background information, and explains the decision to be made.
2. Team Member #2 makes an argument to the audience about why they should make the decision.
3. Team Member #3 makes an argument to the audience about why they should NOT make the decision.
4. Both students debate back and forth about whether the audience should or should not make the risky decision being presented.
5. The audience member(s) decide to choose "yes" or "no."
6. The student team presents one of the *Choose Your Own Adventure* spinners they made (corresponding with the choice that was made) and an audience member spins. The team reads their fate.

Have students revise their Adventures, based on feedback given to them by their peers. Students should present their adventures, receive feedback, and revise their work until they are ready to present before a parent/adult audience.

15 Teacher and students prepare for presentations.

Take the following steps to prepare for the presentation to the invited audience:

- 👉 Student teams should be spread around the room in "stations."
- 👉 Each station should have several chairs in front of it, encouraging audience members to sit.
- 👉 Nearby, students' writing pieces should be displayed for the audience to see.
- 👉 Students should consider what they will wear (it makes for a more festive event if students dress up as the person they are talking about).
- 👉 Students may want to decorate their station, based on the theme of their adventure.
- 👉 Students (or teacher) should make a sign welcoming families, explaining the agenda for the event. They should all know that their participation relies on them joining an adventure at the beginning of the presentation and sitting through until it is over.
- 👉 Each team should have a sign that indicates when they are accepting new audience members and when an adventure is already in session.
- 👉 Remind students about what makes a good presentation: eye contact, a loud, clear voice, expression and emotion, audience involvement.

- 👉 Students should practice ways to invite people over to their station. This last step is extremely important. The audience will be moving around the room, and often they won't stop and sit for the duration of an adventure. It is important for students to anticipate this and practice how to invite an audience to sit for their presentation.
-

16 Students present their adventures to an audience.

Have student teams take their places around the room at their stations.

If possible, have the audience assemble outside the room so you can explain the project and their role during the presentations. Make sure the audience members understand they need to interact during the exhibition and familiarize them with the kinds of questions they should ask to push the students' thinking.

Once the audience enters the room, students welcome people to their station and engage them in their **Choose Your Own Adventure** scenarios (as previously outlined). Each team should put up a sign once their adventures are "in progress." Continue the process for as many rounds as you and the class have decided is appropriate.

Conclude by thanking the audience and asking for their feedback in whatever format you wish.

Conduct a final reflection on the project with students after the presentations.

Extensions to the Project

- 👉 Art: Students could create a piece of tribute art for the person being recognized in their adventure. Some techniques are relief print, photomosaic, painting, or photo editing using Photoshop
- 👉 Math: Students can explore probability in a more in-depth manner and use this knowledge to create the outcomes of their adventures. Students start by figuring out all of the ways to roll the sum of 2-12 using two dice. From there, they can graph the outcomes. They can also connect the outcomes of their adventures to the numbers that are more likely. In this case, the audience at the presentation would roll dice to determine their outcome.
- 👉 Debate: The debate portion of this project could be expanded. Students could practice debating a variety of topics, including different risky decisions. As a class, students could debate each of the decisions to be made in other **Choose Your Own Adventure** books. This will help them prepare for the debate portion of the exhibition.



SECTION IV. Student Handouts

👉 Risk Journal	X
👉 Risk Interview Packet	X
👉 Risk Story Checklist	X
👉 Risk Story Feedback Form	X
👉 Interview Summary	X
👉 <i>Choose Your Own Adventure</i> Scaffold	X
👉 Scenario Writing Guide	X
👉 Scenario Critique	X

Name _____

What is a Risk?

Draw or write about what you think a risk is.

Draw or write about two risks you have taken in your life.

Name: _____

Habits of an Interviewer

What is an interviewer or reporter?

What are some *habits* of an interviewer?

1. _____
2. _____
3. _____
4. _____
5. _____

What is the *language* of an interviewer?

1. _____
2. _____
3. _____
4. _____
5. _____

Name: _____

My Family History: Sample Interview Questions

Read through the list of interview questions. Pick the 10 best interview questions that you would really like to ask your family member. Try to pick questions that you think would uncover an interesting story to write about.

Highlight the top 10 questions you want to ask your family member.

1. When and where were you born?
2. How did your family come to live there?
3. What was the house (apartment, farm, etc.) like?
4. Were there any special items in the house that you remember?
5. What is your earliest childhood memory?
6. What kind of games did you play growing up?
7. What was your favorite thing to do for fun (movies, beach, etc.)?
8. What was school like for you as a child? What were your best and worst subjects?
9. Who were your childhood heroes?
10. What world events had the most impact on you while you were growing up? Did any of them personally affect your family?
11. Describe a typical family dinner. Did you all eat together as a family? Who did the cooking? What were your favorite foods?
12. How were holidays (birthdays, Christmas, etc.) celebrated in your family? Did your family have special traditions?
13. How is the world today different from what it was like when you were a child?
14. What stories have come down to you about your parents? Grandparents? More distant ancestors?
15. Are there any stories about famous or infamous relatives in your family?
16. Are there any special heirlooms, photos, bibles or other memorabilia that have been passed down in your family?
17. What did your family enjoy doing together?
18. What was your profession and how did you choose it?
19. If you could have had any other profession what would it have been? Why wasn't it your first choice?
20. Of all the things you learned from your parents, which do you feel was the most valuable?
21. What accomplishments were you the most proud of?
22. What is the one thing you most want people to remember about you?

23. What are some risks you or your family members have taken?
24. What values motivated you/them to take the risks?
25. What were the circumstances surrounding the risk?
26. What were some of the potential positive and negative outcomes that came, or could have come, from the choices you made?

Conducting the Interview

Choose 10 questions from the list to ask your family member (6 from the top PLUS the four bold questions at the bottom.) Conduct your formal interview. Write down the responses in the lines below.

Who are you interviewing? _____

What is his/her relation to you? _____

What is his/her full name? _____

Introduce your interview. Explain the purpose and the types of questions you will be asking. Describe how you will be recording your interviewee’s responses.

1. _____

2. _____

3. _____

4. _____

Risk Story Checklist

Risk Analysis: Does your story answer all of these questions about risk? If so, check the box and write the answer that is found in your story. If not, what information could you add or what questions could you ask your family member to find the answer?

- ☐ **Risk:** What was the risk that your family member took?

- ☐ **Circumstances:** What were the circumstances that led your family member to take that risk?

- ☐ **Values:** What did your family member value that made him or her take that risk?

- ☐ **Sacrifices:** What were the sacrifices he or she made because of taking that risk?

- ☐ **Positive Outcomes:** What were the positive things that happened because of taking that risk?

- ☐ **Negative Outcomes:** What were the negative things that happened because of taking that risk?

- ☐ **Importance:** Why was this risk important to your family member and the rest of your family?

Risk Story Feedback

1. Read your partner's family story, just to enjoy it.
2. Read your partner's family story again, this time with your critique glasses on.
3. **Warm Feedback:** What did you enjoy about your partner's story? What surprised you? What interested you?
4. **Risk Analysis:** Does your partner's story answer all of these questions about risk? If so, what are the answers? If not, recommend questions your partner could ask their family member to find the answer.
 - What was the risk that the family member took?
 - What did the family member value that made them take that risk?
 - What were the sacrifices the family member made because of that risk?
 - What were the positive things that happened because of that risk?
 - What were the negative things that happened because of that risk?
 - Does the author think it was a good risk or a bad risk? Why?
4. **Cool Feedback:** What recommendations do you have for your partner to help him or her improve the work? Remember to be kind, helpful and specific in your feedback.

Name: _____

Interview Summary

The person I interviewed was: _____

My relation to this person is: _____

I learned about the emigration of my family from:

_____ to _____

The reasons they made the decision to move were:



The risks they took were:



The sacrifices they made were:



The positive things that happened were:



The negative things that happened were:



Some interesting details I learned that we could incorporate into our Choose Your Own Adventure are:



If I could talk to someone else in my family, I might ask them:



The things I learned about my family that I didn't know before are:

Adventure Scaffold

What was the risk taken? Or what the decision being made?

Example: My great grandpa was born and raised in Mexico city. He came from a poor family and was one of seven children. He wanted to move to California to make a better life for them.

1. Option One: Leave his family behind, move to California and work as a farmer.

2. Option Two: Stay behind in Mexico

Pros:

- ▶ He can make more money in the United States than he can in Mexico. He would be able to send most of this money back to Mexico to help support his family.
- ▶ He knew that when he got married and had children they would be U.S. citizens and would be able to go to college and get good jobs.

Cons:

- ▶ He might never see his family again.
- ▶ The journey to the U.S. might be dangerous.
- ▶ He is not a United States citizen, so he risks being deported, paying fines, or being mistreated in the United States.

Pros:

- ▶ He will be with his family
- ▶ His life is not at risk. He will be safe.

Cons:

- ▶ His family might starve.
- ▶ He may not be able to provide for his own children down the road.

1. Decision that was made:

My great uncle decided to move to the United States. It was a risky move, because he had to move illegally to the United States. He left behind his family.

2. What happened? The outcome was:

As soon as my great uncle arrived to San Diego, he made a friend, who was the owner of a small market. The man gave him a job. Because my great uncle didn't know any better, he ended up working 15 hours a day and was only making \$100 per week. He worked very hard and saved as much money as he could, but he was paid so little it was really hard to save. The owner of the store was mean to my uncle and didn't let him take time off work to try and find a place to live. He also refused to pay him more money. For a while my uncle had nowhere to live. But, he was so happy to have a job that he worked there for several years.

Eventually my uncle made new friends who told him that he was being cheated. My uncle was too afraid to tell the shop owner that he was quitting, so he just never went back to work. Eventually, he found another job doing the same work, but this time for an honest man. He was paid minimum wage and was finally able to make enough money to send home to his family. Eventually my uncle owned a store of his own, which became very popular in his neighborhood. People came from far and wide to buy his fresh produce. My uncle got married and had two children who grew up to go to good colleges. One became a doctor and one became a teacher.

3. Was this a good risk or bad risk?

At first it didn't seem like a good risk to him, because life was very hard. Eventually the risk paid off and my uncle became very successful and happy.

What was the risk taken? Or what the decision being made?

1. Option One:

2. Option Two:

Pros:

Cons:

Pros:

Cons:

1. Decision that was made:

2. What happened? The outcome was:

3. Was this a good risk or bad risk? Why?

What was the risk taken? Or what the decision being made?

1. Option One:

2. Option Two:

Pros:

Cons:

Pros:

Cons:

1. Decision that was made:

2. What happened? The outcome was:

3. Was this a good risk or bad risk? Why?



Scenario Writing Guide

Your scenario: _____

Facts about your topic (for example: the place and year when it was happening, what was happening in history then, what laws were currently in place, what rights people did or did not have, what resources people did or did not have, etc.)

1. What facts do you need to know for your introduction? _____

2. Introduction/ Story (Circumstances): _____

Scenario: _____

Feedback from: _____

Scenario Critique

Introduction:

- There are a lot of details in the introduction
- You know WHERE the story takes place
- You know WHEN the story takes place
- The story is VIVID
- You know how OLD the character is

Argument 1:

- There are at least 3 “pro” arguments
- The arguments are interesting and creative
- The arguments make sense
- If you could add one more argument, it would be:

Argument 2:

- There are at least three “pro” arguments
- The arguments are interesting and creative
- The arguments make sense
- If you could add one more argument, it would be:

Outcomes (for choice 1)

- The outcomes are realistic
- The outcomes relate DIRECTLY to the choice you made
- The outcomes each tell a story

Outcomes (for choice 2)

- The outcomes are realistic
- The outcomes relate DIRECTLY to the choice you made
- The outcomes each tell a story

Warm Feedback:

Cool Feedback:



SECTION V. Teacher Materials

Project Checklist	X
Presentation Brochure (? missing).....	X
Sample Parent Letter	X
Risk Scenarios	X
Sample Risk Man	X
Blank Risk Man	X
Sample Scenario	X

Name: _____

Person interviewed (name/relation): _____

Risk Project Checklist

- ☐ Interview completed
- ☐ Interview quality check
- ☐ Interview summary
- ☐ Picture brought in
- ☐ Risk-Taker Write-Up Rough Draft
- ☐ Risk- Taker Write-Up Feedback received
- ☐ Risk-Taker Write-Up Final Draft

☐ _____

☐ _____

☐ _____

☐ _____

Presentation Brochure (? missing)

Dear 4th Grade Families,

We are excited to announce the start of a major project, Choose Your Own Adventure.

We will be investigating the Driving Question: *What makes people take risks?* Connected to their study of our state's history, students will also explore the question: *What brings people to _____ (state) and to the United States?* In class we will study historical motives for moving to _____ (state) and will evaluate the risk involved in people's decisions to make this move. Students will also be exploring their personal family history and will be interviewing a family member to learn more about their own family's journey to where they live now.

Along with this project, our class is reading _____, a story of risk and adventure that is set during the period of _____. Additionally, the theme of our next book club will be risk-taking and immigration. Students will also have the opportunity to read a variety of other texts about risk-taking and will be asked to empathize with historical figures and their decision-making process. Ultimately they will write about whether they think the decisions studied were "worth the risk."

One of the things we have already been talking about is the decision-making process one uses when making a difficult decision where risk is involved. Students are learning to consider values, goals, and probability of outcomes. Their study of probability will be woven throughout the project, as they learn about math in a real world context.

Finally, student teams will be combining what they learn from their personal family history, from historical stories of immigration and risk, and from their classmates to write stories about risk-taking.

We are excited to begin this project and want to encourage you to talk to your child about their family history. For some of you this will be easier than others. Ultimately, we would like the students to choose a member of their family to interview. Please help them select someone who can share a story of immigration or of risk taking.

Thank you in advance for your support with this project.

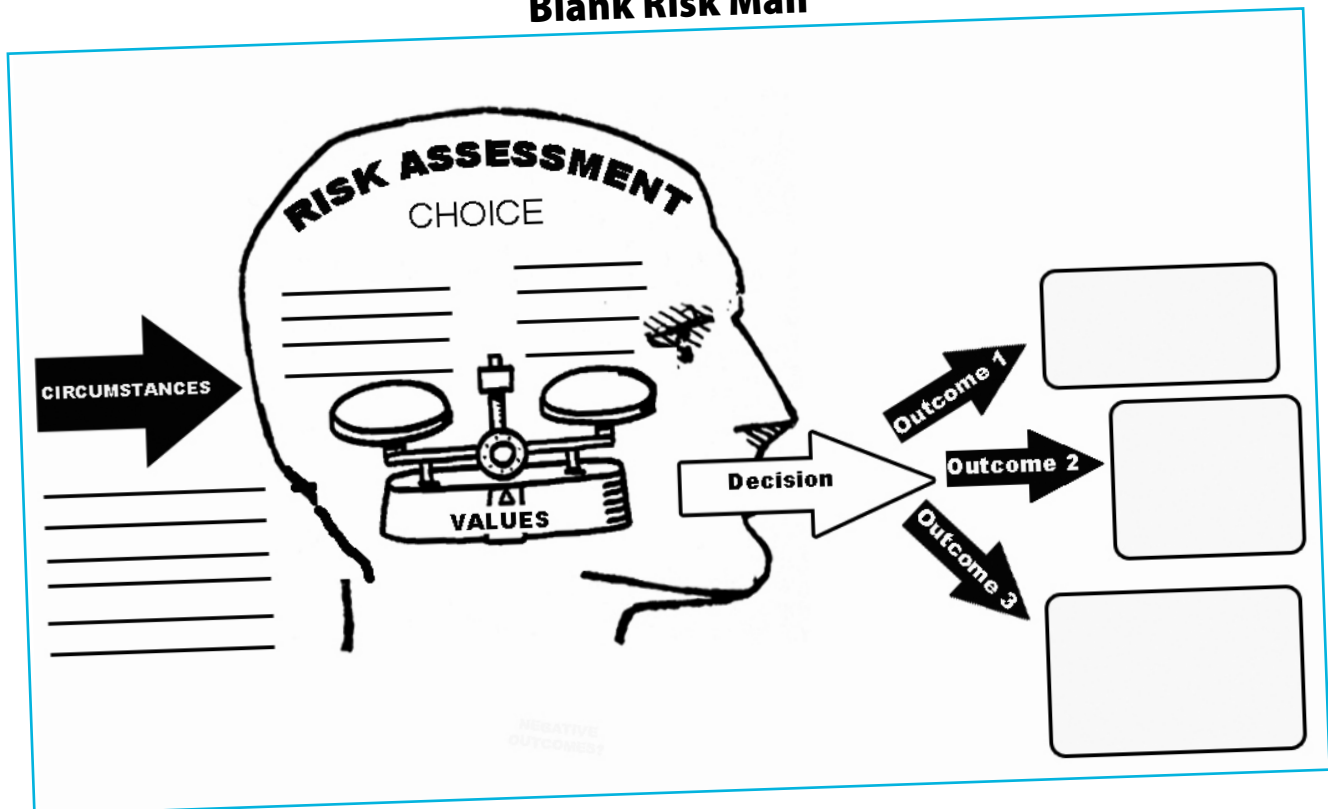
Warm regards,

Risk Scenarios

1. Three middle school students are making fun of a 4th grade student. They are laughing at the 4th grader's project by calling the student names and teasing about the student's intelligence. You see this happening after school and there are no adults around. What would you do?
2. There is a storm approaching while you are climbing in the mountains. In order to escape the storm a helicopter has come to rescue you. Since the helicopter cannot land on the rocky terrain, you must climb up a rope to the helicopter. You are afraid of heights and have never climbed up a rope before. You look around and see a cave on the side of the mountain. What would you do?
3. The filmmakers at Disney Studios in Hollywood have asked you to audition for a part in their newest movie. They will give the winner of the tryouts \$300,000,000. In order to win, you will have to act out a funny script in front of three judges and on live T.V. in front of millions of viewers. If you lose, you have to pay for your own trip back home. What would you do?
4. It is Spring Project Presentation Day at school! You are with a group of classmates who are presenting their project. While you are presenting, the Superintendent of the school district visits your classroom. He asks your group a question about the global impact of your project. Your teammates do not speak up and the Superintendent is still waiting for an answer. What would you do?
5. You just received a letter in the mail saying that you have been accepted to a very good school and you can start next year. This school goes from 5th-12th grade and graduates go on to become successful doctors, lawyers, actors, politicians, engineers, teachers, presidents — you name it! You know that if you go to this school and do well, you will have amazing opportunities. The only problem is that the school is in London, England, and your parents would stay here. Would you go?
6. A new law has just been passed saying that left-handed people can no longer attend the same schools as right-handed people. In fact, they can't eat in the same restaurants, or use the same restrooms, either. Left-handed and right-handed people now have to live completely separate lives. Your best friend uses a different hand than you do, so you no longer go to the same school. You have heard that authorities are very strict about the new law. You even heard a rumor that even kids your age have been caught by police and sent to jail for disobeying this law. However, despite the laws, your best friend has invited you to her (or his) birthday party next week. What do you do?

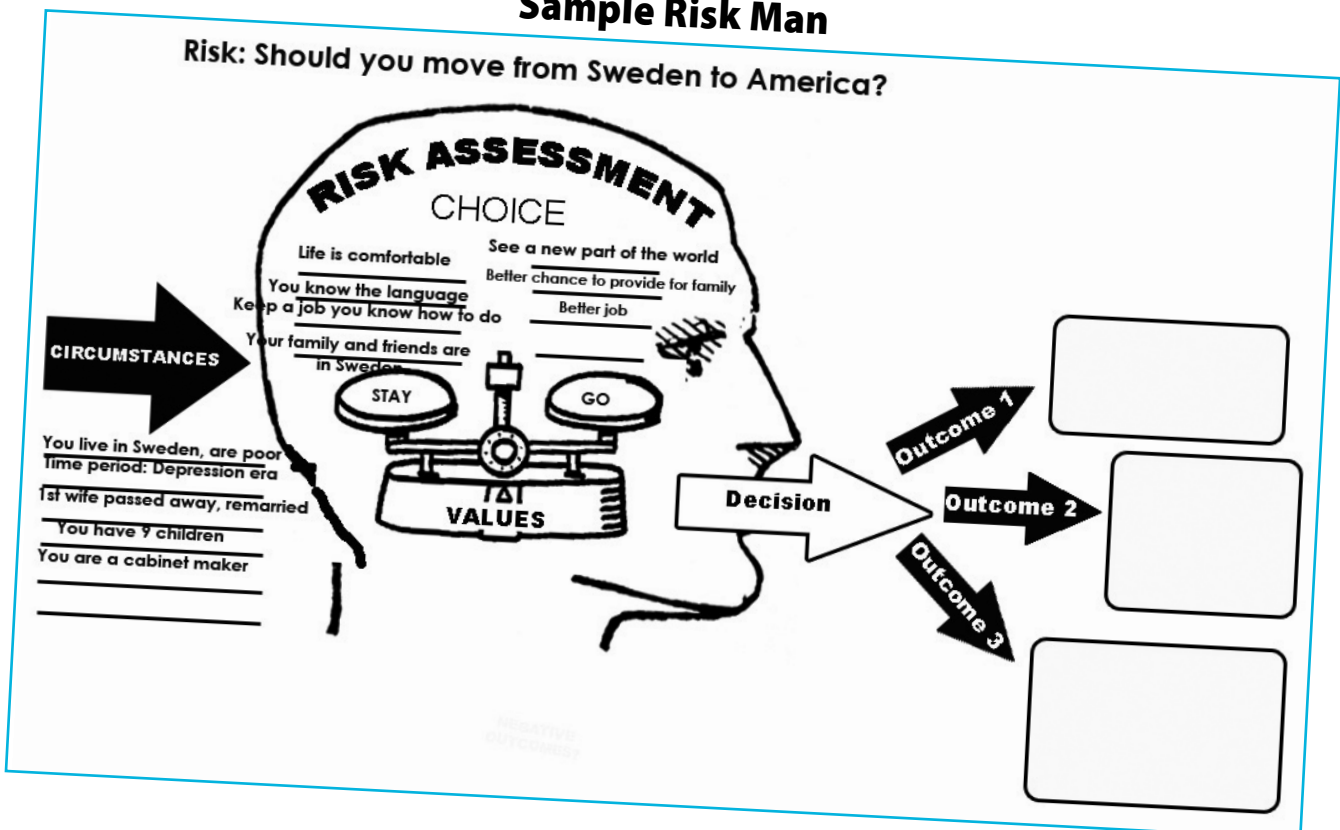
Risk Man

Blank Risk Man



Sample Risk Man

Risk: Should you move from Sweden to America?



Sample Scenario

Scenario:

Imagine it is 1938 and you're a 21-year-old Chinese woman. You graduated from college, with a degree in nursing. Up until World War II started, life was great. Then, the Japanese started attacking and lots of people died. You have heard that some people are escaping to California to survive. You have very little money. You still have enough money to take a boat to the United States where you have one family member. You also have enough money to get a small house and live in your hometown working as a nurse. What do you do?

Option 1: To stay at your land		Option 2: To leave your land	
Pros	Cons	Pros	Cons
<ul style="list-style-type: none">▶ You could stay with family and friends.▶ You don't have to learn a new language.▶ You still have the life you already know.	<ul style="list-style-type: none">▶ There is a chance you will be captured by the Japanese soldiers.▶ You will be treated as a slave and could even die.	<ul style="list-style-type: none">▶ There is a chance you will become successful in life.▶ You can always visit.▶ You can get married and have a family of your own.	<ul style="list-style-type: none">▶ You will have to learn a new language.▶ You won't see your family any more.▶ Possibly you won't get a job and become poor.

<p>Choice 1 Outcomes:</p> <p>Great: You stay with your family, and after the war you get a job as a nurse. You make \$250 a month and fall in love. A couple of months later you get married and eventually have six kids.</p> <p>Good: You stay with your family and after the war you get a job in a small market. You only earn nine dollars an hour but you are glad you are with your family.</p> <p>Bad: You get a sickness that makes you weak. Because you're so weak, you get seen by a Japanese soldier, and your life is now at stake.</p> <p>Very Bad: You are found by Japanese soldiers while crossing a street and you are held captive as a prisoner for five years. When you are released you try to look for your family but never find them and you end up living on the streets.</p>	<p>Choice 2 Outcomes:</p> <p>Great: After five months in California you have learned English and started a new business. Soon you get married and have four kids, and later you are able to visit your family back in your home town.</p> <p>Good: You leave your family and you learn the language after one year in California and get a job as a second grade teacher. You fall in love with another teacher at the school and have one kid. But the only thing that's wrong is you never see your family again.</p> <p>Bad: You learn English after seven months in California and a month later you find a low paid job at a market. There you earn enough money to take a boat back to China since you hope to see your family in China. But when you arrive you never find your family.</p> <p>Very Bad: A year later you still do not know English. Because of that no one ever hired you. You live on the streets begging for food and money.</p>
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